

Of course, many times it is the woman who wants the divorce, but this special order today is as much as anything a plea for families to try to stay together, if at all possible, at least until their children mature.

One of the greatest blessings you can give to any child, especially a small child, is a two-parent home.

I could not help but notice that the boy who did the school shootings in California came from a broken home and had recently been moved from one side of the country to the other.

The Federal Government bears a big part of the responsibility for all of these broken homes. Studies show that most marriages break up in arguments over finances, over money. For most of our history, government took a very low percentage of family income. In 1950, government took only about 8 percent to 10 percent. Today Federal, State and local taxes take almost 40 percent of the average family's income. Government regulatory costs that are passed on to the consumer in the form of higher prices take another 10 percent.

One Member of the other body said that today one spouse works to support the family while the other spouse has to work to support government.

Also, the giant Federal welfare state, which even former President Clinton described as a colossal failure, has helped contribute to the broken home situation. But if government at all levels would take less money from families, of course, it would not end divorce, but it would certainly mean that thousands of families that now split up would stay together.

Also, for families that have already broken up, I hope other family members will do all they can to fill the void in time and attention.

One article I saw about the boy who did the California shootings described him as a typical latchkey child.

Mr. Speaker, 2 years ago or 3 years ago, after another one of these tragic school shootings, I remember listening to the CBS national news and hearing the national head of the YMCA say that children in this country today are being neglected like never before.

I hope this is not true. But the YMCA has not released some statistics reporting that nearly 8 million children are left alone after school between the hours of 3:00 and 6:00, which just happens to coincide with the peak hours for juvenile crime.

The families need more money, so there will not be as many broken homes. We need to lower taxes at every level so that we can strengthen families, but children need a lot more than money. What they need most is love and time and attention.

My second concern is the movement towards bigger schools. I saw an article in the Christian Science Monitor a couple of years ago which said the largest

school in New York City had 3,500 students. Then they broke it up into five separate schools, and their drug and discipline problem went way down.

Mr. Speaker, there are some exceptions, but in most places class sizes have been brought down to smaller or at least manageable size. However, going to bigger, more centralized schools meant that many young people felt like anonymous numbers or could not make a sports team or be a leader in some other school activity.

Also some very large high schools seem to have been breeding grounds for strange or even dangerous behavior.

Augusta Kappner, our former U.S. Assistant Secretary of Education, wrote recently in USA Today that good things happen when large schools are remade into smaller ones. She said incidents of violence are reduced; students' performance, attendance and graduation rates improve; disadvantaged students significantly outperform those in large schools on standardized tests; students of all social classes and races are treated more equitably; teachers, students and the local community prefer them.

Mr. Speaker, students are better off going to smaller schools even in older buildings than they are in these big, giant schools where they just feel like anonymous numbers.

WOMEN'S HISTORY MONTH

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California (Ms. WOOLSEY) is recognized for 5 minutes.

Ms. WOOLSEY. Mr. Speaker, I come to the floor tonight in celebration of National Women's History Month, the month of March.

I come here to salute the women in this country. This month is unique to me, particularly because Sonoma County, in my district, is the birthplace of the National Women's History Project, the nonprofit educational organization that is responsible for establishing Women's History Month.

In 1978, the Education Task Force of the Sonoma County Commission on the status of women, which I happened to be chair at that particular time, initiated a Women's History Week. Later in 1987, with the help of museums, libraries and educators across the country, the National Women's History Project petitioned Congress to expand the celebration to the entire month of March.

Mr. Speaker, a resolution recognizing Women's History Month was quickly passed with strong bipartisan support in both the House and the Senate. Although the month of March gained this distinction about 20 years ago, and a lot has happened since then, we still have a lot of work ahead of us.

When we celebrate women and when we look at women and children and the challenges ahead, we must do more for

women and we must do more for families.

We must do more for our communities and for our Nation, and one place where we can start is by improving education.

Females make up slightly more than 50 percent of this country's population. Yet, less than 30 percent of America's scientists are women. In addition, the National Science Foundation reports that the jobs facing today's workers will require higher skill levels in science, math and technology more than ever before.

Quite clearly, there is no way that America can have a technically competent workforce if the majority of students, females, do not study science, math and technology. That is why I introduced a bill last Congress to help school districts encourage girls to pursue careers in science and math.

Although my bill is formally titled *Getting Our Girls Ready for the 21st Century Act*, it is really known as *Go Girl*.

Go Girl is designed to create a bold new workforce of energized young women in science, math, technology and engineering.

Last year, it was included as an amendment to two separate bills in the Committee on Science and the Committee on Education and the Workforce. This year I will be reintroducing *Go Girl*.

Along with improving early education, we must also invest in job training programs and initiatives that give women the tools they need to become self-sufficient.

Mr. Speaker, we all know that one of the best tools a woman can have is a quality education, since it is nearly impossible to get a good job without a strong educational background.

That is why I am working on legislation to allow education to count as work when we reauthorize the welfare to work legislation.

Mr. Speaker, this month, the month of March, encourages us to think about the progress women have made, and it reminds us to use every instrument in our power to continue to move forward. We must continue to dedicate ourselves to the jobs ahead. We must improve education for young girls and adolescents. We must invest in job training for women, ensure equal pay for equal work, and we must protect these rights, both in the United States and abroad.

It is said that a woman's work is never done, hence we are here tonight working in the middle of the night. Our predecessors knew the same thing in 1848.

Today, we know that with challenges ahead, we have our work cut out for us. We must continue so that we can get the job done.

WOMEN'S HISTORY MONTH

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California (Ms. MILLENDER-McDONALD) is recognized for 5 minutes.

Ms. MILLENDER-McDONALD. Mr. Speaker, I am proud to stand here today as the Democratic cochair of the Congressional Caucus on Women's Issues, being the first cochair of this millennium, and happy to share this role with my friend and colleague, the gentlewoman from Illinois (Mrs. BIGGERT).

We will be submitting an education appropriation to address the role of education and our children.

Mr. Speaker, we are here today to celebrate March as Women's History Month and to highlight the extraordinary achievements of all women throughout our history, while recognizing the equally significant obstacles they have had to overcome along the road to success.

Women's History Month has progressed from Women's History Week, established in 1978, to coincide with International Women's Day, which we will celebrate tomorrow, March 8th.

It is during this time that we acknowledge American women of all cultures, classes and ethnic backgrounds who have served as leaders in the forefront of every major progressive social change movement, not only to secure their own rights to equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements to create a more fair and just civil society for all.

Women have played, and continue to play, a critical economic, cultural and social role in every sphere of our Nation's life by constituting a significant portion of the labor workforce working in and out of the home.

One of the most significant roles of women is that of mother, bearing children, nurturing and protecting their children.

In an effort to provide for the well-being of her children, a mother takes charge of all health and educational needs critical to the child's development. Thus tonight we will focus on women and education.

As a mother and grandmother, I am well aware of the importance of a quality education in the lives of young people and know that next to mother a teacher is probably one of the most influential persons in a child's life.

As a former educator and the only Member of Congress to serve on the National Commission on Teaching and America's Future, I have been committed to promoting quality teachers in our Nation's public schools.

Tonight I would like to discuss the issues of teacher recruitment, retention and professional development.

Mr. Speaker, it is widely recognized that investments in teacher knowledge are among the most productive means of increasing student learning. Despite our gains, much work still needs to be done. We need to ensure that all of this Nation's children are taught by well-prepared and well-qualified teachers who have access to ongoing professional development and lifelong learning opportunities.

The creation of more vigorous and rigorous professional standards for teachers is one methodology to address teacher preparedness. These standards ensure that teachers will know the subjects they teach and how to teach those subjects to children; that they will understand how children learn and what to do when they are having difficulty; and that they will be able to use effective teaching methodology for those who are learning easily, as well as for those who have special needs.

While new teaching standards may hold great possibilities for raising the quality of teacher preparation, these advances will have little impact on the Nation's most vulnerable students if school districts continue to hire teachers who are emergency credentialed and who are assigned to teach outside of their field of expertise.

According to the Journal of Teacher Education, students learn significantly less from teachers who are not prepared in their teaching area. Fields like mathematics, physical science, special education, and bilingual education are suffering from a shortage of teachers across different regions of this country.

These shortages occur in part because some States prepare relatively few teachers but have rapidly growing student enrollment. In my State of California, enrollments are projected to increase by more than 20 percent in that State by the year 2007.

In order to achieve the educational goals and success we hold for all of our children, we must develop strategies that do not trade off student learning for the hiring of unqualified teachers. In addition, we must be willing to provide qualified teachers, especially in the urban areas, with professional salaries and much needed training and services.

Mr. Speaker, we are proud to celebrate this month as Women's History Month.

We also need to create high quality mentor programs for beginning teachers and expand teacher education programs in high need fields so that individuals wishing to teach math, science and special education can obtain the training necessary to accomplish their goals. I am committed to ensuring that America's teachers are well trained, and well compensated. What goes on in classrooms between teachers and students may be the core of education, but it is profoundly shaped by the policies we propose and pass in Congress. We must support the work of teachers

and school administrators and work together to strengthen America's educational system. It is my hope that together, we can develop innovative methods to ensure that there is a competent, caring, and qualified teacher for every child in the United States of America. Women across America let's celebrate this month and showcase the accomplishments of women.

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RECOGNIZING FIVE CITIZENS FROM MARYLAND FOR THEIR FINE SERVICE TO OUR NATION

The SPEAKER pro tempore (Mr. CANTOR). Under a previous order of the House, the gentleman from Maryland (Mr. GILCHREST) is recognized for 5 minutes.

Mr. GILCHREST. Mr. Speaker, I rise today to call my colleagues' attention to the fine service to our Nation by five citizens from my Maryland Congressional district: Mr. John Williams of Elkton, Mr. Richard Noennich of Elkton, Mr. William Jeanes of Earleville, Mr. Donald H. Burton of Chesapeake City, and Mr. Emmett Duke of Chestertown.

Very often we go on with our busy lives and forget that every day our government is making decisions and plans that will affect our health, our lives and our future. Every day so many of us take for granted that someone else will take up the causes for which we care and serve as the watchdog over our Federal institutions. Often we are too busy to get involved and our government moves ahead without critical oversight from the people, leaving accountability to be sacrificed on the altar of convenience.

More than 4 years ago our government, emboldened by the neglect of its elected leaders, was determined to move forward on a public works project in Maryland to deepen the Chesapeake and Delaware canal that connected the Delaware River to the Chesapeake Bay. This particular project was both a disservice to the taxpayers and a sin to our fragile Chesapeake Bay. A proposal to spend over \$100 million on this wasteful and unnecessary project was never challenged. Yet five men from opposite corners of the community and separate walks of life met by chance and formed an alliance in the name of injecting honesty and integrity into an intimidating government review process. Led by the guiding principle of truth and a commitment to public service, these patriots faced the air of entrenched special interest with little outside support and ultimately triumphed in their efforts.

After enduring years of ridicule by editorial writers, being stonewalled by government bureaucrats and marginalized by many of their own elected officials, they were recently vindicated in their work by the rightful collapse of the project when the